

## LAMBS ELEMENTARY

6800 Dorchester Rd.  
N. Charleston, SC 29418

**GRADES** PK-6 Elementary School

**ENROLLMENT** 516 Students

**PRINCIPAL** Janice Timko 843-767-5900

**SUPERINTENDENT** Dr. Maria L. Goodloe 843-937-6319

**BOARD CHAIR** Ms. Nancy Cook 843-760-2635

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
8	59	29	0	0

#### IMPROVEMENT RATING:

**GOOD**

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 22 out of 23 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

# PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004	Average	Good	No

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

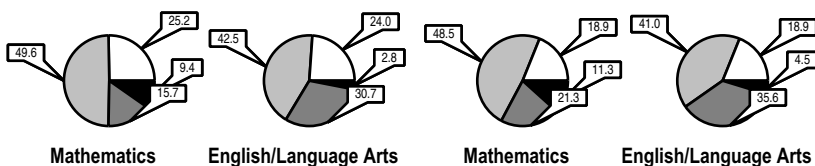
Percent of students tested in 2003-04 whose 2002-03 test scores were located.

63.2%





## PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our School

Elementary Schools with Students like Ours



## Definition of Critical Terms

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	284	98.9	23.3	43.5	30.4	2.8	44.7	Yes	Yes
<b>Gender</b>									
Male	144	99.3	27.8	45.2	27.0	0.0	38.1		
Female	140	98.6	18.9	41.7	33.9	5.5	51.2		
<b>Racial/Ethnic Group</b>									
White	114	99.1	10.8	47.1	35.3	6.9	54.9	Yes	Yes
African-American	116	100.0	30.8	42.1	27.1	0.0	38.3	Yes	Yes
Asian/Pacific Islanders	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	43	95.4	39.4	39.4	21.2	0.0	27.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	228	98.7	21.8	40.6	34.7	3.0	51.0		
Disabled	56	100.0	29.4	54.9	13.7	2.0	19.6	Yes	Yes
<b>Migrant Status</b>									
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	283	98.9	23.3	43.5	30.4	2.8	44.7		
<b>English Proficiency</b>									
Limited English Proficient	31	93.6	56.5	39.1	4.3	0.0	8.7	I/S	I/S
Non-Limited English Proficient	253	99.6	20.0	43.9	33.0	3.0	48.3		
<b>Socio-Economic Status</b>									
Subsidized meals	175	98.3	30.5	41.6	26.0	1.9	37.7	Yes	Yes
Full-pay meals	109	100.0	12.1	46.5	37.4	4.0	55.6		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	284	100.0	25.4	49.6	15.6	9.4	39.5	Yes	Yes
<b>Gender</b>									
Male	144	100.0	26.0	48.0	16.5	9.4	37.0		
Female	140	100.0	24.8	51.2	14.7	9.3	41.9		
<b>Racial/Ethnic Group</b>									
White	114	100.0	15.5	42.7	25.2	16.5	58.3	Yes	Yes
African-American	116	100.0	30.8	58.9	7.5	2.8	24.3	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	43	100.0	37.1	45.7	14.3	2.9	28.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	228	100.0	17.1	53.7	18.5	10.7	46.3		
Disabled	56	100.0	58.8	33.3	3.9	3.9	11.8	No	Yes
<b>Migrant Status</b>									
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	283	100.0	25.4	49.6	15.6	9.4	39.5		
<b>English Proficiency</b>									
Limited English Proficient	31	100.0	52.0	40.0	8.0	0.0	8.0	I/S	I/S
Non-Limited English Proficient	253	100.0	22.5	50.6	16.5	10.4	42.9		
<b>Socio-Economic Status</b>									
Subsidized meals	175	100.0	28.0	52.2	14.6	5.1	33.1	Yes	Yes
Full-pay meals	109	100.0	21.2	45.5	17.2	16.2	49.5		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	70	98.6	5.2	39.7	48.3	6.9	55.2
	<b>Grade 4</b>	81	100.0	19.7	53.5	26.8	N/A	26.8
	<b>Grade 5</b>	79	100.0	38.2	47.1	14.7	N/A	14.7
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	73	97.3	7.7	40.0	46.2	6.2	52.3
	<b>Grade 4</b>	65	100.0	17.5	44.4	38.1	N/A	38.1
	<b>Grade 5</b>	77	98.7	22.2	52.8	22.2	2.8	25.0
	<b>Grade 6</b>	70	100.0	40.9	45.5	12.1	1.5	13.6
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	70	98.6	11.9	50.8	28.8	8.5	37.3
	<b>Grade 4</b>	81	98.8	31.0	50.7	12.7	5.6	18.3
	<b>Grade 5</b>	79	100.0	45.6	39.7	11.8	2.9	14.7
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	73	100.0	16.4	56.7	22.4	4.5	26.9
	<b>Grade 4</b>	65	100.0	19.0	50.8	15.9	14.3	30.2
	<b>Grade 5</b>	77	100.0	23.3	53.4	12.3	11.0	23.3
	<b>Grade 6</b>	70	100.0	42.4	39.4	12.1	6.1	18.2
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**SCHOOL PROFILE**

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n= 516)</b>				
First graders who attended full-day kindergarten	98.7%	N/C	100.0%	100.0%
Retention rate	0.9%	N/A	3.0%	2.7%
Attendance rate	95.9%	Up from 95.7%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	10.3%		5.0%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	9.5%		3.4%	3.5%
Eligible for gifted and talented	10.5%	Up from 9.1%	15.3%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.1%	Down from 11.2%	9.5%	8.2%
Older than usual for grade	1.2%	Down from 8.9%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%

<b>Teachers (n= 40)</b>				
Teachers with advanced degrees	57.5%	Up from 54.1%	52.0%	51.4%
Continuing contract teachers	85.0%	Down from 94.6%	90.9%	87.5%
Highly qualified teachers**	81.3%	N/A	94.2%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	89.2%	Up from 84.9%	87.9%	86.7%
Teacher attendance rate	95.1%	Down from 95.8%	95.0%	94.9%
Average teacher salary	\$41,577	Up 3.1%	\$40,869	\$40,760
Prof. development days/teacher	19.0 days	Up from 10.9 days	12.3 days	12.4 days

<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	15.6 to 1	Up from 12.1 to 1	19.2 to 1	18.9 to 1
Prime instructional time	90.1%	Down from 90.4%	90.2%	90.0%
Dollars spent per pupil*	\$5,641	Down 0.5%	\$5,867	\$6,044
Percent of expenditures for teacher salaries*	72.8%	Up from 68.3%	65.8%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	88.1%	92.0%
Highly qualified teachers in high poverty schools**	87.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Lambs Elementary maintains an emphasis on academics in a safe, nurturing environment. This year, our school served approximately 550 students. 60% of the students are Air Force dependents, 12% are special needs students, with another 13% of the students receiving ESOL (English for Speakers of Other Language) services.

There is constant fluctuation in our student population due to Air Force personnel. Many of our students who enter Kindergarten move away from Lambs by the third grade. The influx of these students brings with them a variety of educational experiences. Lambs also has a transient population. Some students enter the third grade having received no formal educational experiences. We are proud of the rich environment and the cultural diversity present in our school community.

We have addressed these concerns by providing programs that meet our students' needs. Lambs Elementary has been a member of the Accelerated School Project (ASP) for the past seven years. Through the ASP model, our programs are developed using data and research of best practices. We build on the strengths and talents of our students. Some of our programs include:

- Reading and Math Renaissance programs, practice in reading and math on student's individual instructional level
- Rotary Reader program, a mentoring program involving community members
- Junior Achievement, a School-to-Work program that provides community involvement
- Bi-Lingual PTA program designed to improve communication between our school and our Hispanic population
- Parent education nights, which focus on topics such as "How to Help Your child Read," "ADHD and Your Child," and "Helping Your Child Make the Transition to the Middle School."

Our main focus for Lambs in the coming year is to increase student achievement and parental involvement. We want to increase the number of students scoring Proficient and Advanced on PACT. Our staff is dedicated to the goals and programs in "The Charleston Plan For Excellence." Our teachers meet weekly to assess student learning and focus on improving student achievement. We are encouraging parent involvement by asking parents to volunteer in their child's classroom, as well as expanding our parent workshops.

Our highly trained, professional staff is confident these goals will be met with great success!

Lynn Haugh and Amy Buckheister - School Improvement Chairpersons  
Janice Timko, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	40	54	29
<b>Percent satisfied with learning environment</b>	79.5%	87.0%	75.9%
<b>Percent satisfied with social and physical environment</b>	90.0%	94.4%	86.2%
<b>Percent satisfied with home-school relations</b>	75.0%	90.7%	71.4%

\*Only students at the highest elementary school grade level at this school and their parents were included.